

## COOPERATIVE EDUCATION

### Introduction

Cooperative education is a unique educational strategy that combines on-the-job learning experiences with related classroom instruction in a career cluster/pathway directly related to a student's academic preparation and career objectives. Pursuant to changes adopted in 2005, the on-the-job experiences and related instruction are no longer separate courses but are combined into a single course.

The philosophy of cooperative education recognizes that classroom learning provides only part of the skills and knowledge students will need to succeed in their professions or career clusters/pathways. By creating opportunities to learn in the workplace, schools can help students develop and refine occupational competencies (attitudes, skills, and knowledge) needed to enter and succeed in a profession or career cluster/pathway, adjust to the employment environment, and advance in occupations of their choices.

The fundamental purpose of cooperative education is to provide students with opportunities to learn under real-work conditions. While participating in cooperative work experiences, students are actual employees of the hiring organization. These experiences must be related to student academic and career cluster/pathway goals. Ideally, students' work assignments and areas of responsibility should broaden as they gain experience on the job and increased responsibilities should occur as further education and training are attained.

A student training plan and a training agreement are required. The formal training plan for the cooperative education experience must be jointly developed by the student, parent, teacher, and employer and set standards for the specific career cluster/pathway the student pursues. The plan must specify attitudes, skills, and knowledge that will be achieved and specifics of how they will be developed and reinforced through the on-the-job experience. Once the plan has been developed, a training agreement is written specifying the responsibilities of all parties involved. At the work site, students are placed under the direct supervision of experienced employees, called "training supervisors" who serve as the on-the-job trainers in accordance with the training plans and assist in evaluating the student's job performance.

A required component of the cooperative education program is classroom-based instruction that complements the work site experience. Related instruction incorporating activities connected to a student's career cluster/pathway objectives and workplace experiences must be provided concurrently with the workplace learning experience. The content for classroom instruction is derived from an analysis of standards to be achieved and competencies needed by individuals engaged in the specific and immediate requirements of the jobs in which students are receiving training. Content selected for classroom activities should help students meet the requirements of their career cluster/pathway goals.

The cooperative education program is a joint effort between the school and community. Program success depends upon mutual support. Advisory committees composed of business, industry, and/or labor partners assist in determining general program operating policies and procedures, participate in curriculum review and revision, and assist in promoting the program in the community.

Cooperative education programs must meet the following requirements:

- Students shall be employed an average of not less than fifteen (15) hours per week during the school year or a total of 540 hours over two semesters.
- Students earn credits for the related instruction portion of the class according to the state's definition of a credit. One credit equates to 250 minutes of instruction per week for one semester, and two credits equates to 250 minutes of instruction per week for the school year. Any deviation from the Indiana Administrative Code requires a waiver from the Indiana Department of Education.
- Student employment shall comply with all state and federal laws pertaining to employment of youth, including minimum wage regulations.
- Safety is taught as an integral part of the instructional program, both in the related instruction and at the training site.
- Students shall be allowed time from the daily school schedule to work at the participating employers' places of business.
- Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year.
- The teacher/coordinator shall have time assigned to supervise students and coordinate with work site personnel during the same time students are released for on-the-job training.
- Properly planned and organized student activities, coordinated with work-based learning experiences, supplement and enhance the cooperative education program. Therefore, participation in career and technical student organizations is an integral part of these programs. Leadership and career oriented activities of student organizations enhance students' occupational information and technical knowledge, build self-esteem, and provide students with solid job-seeking strategies and job success skills.

More specific details about cooperative education programs may be found in the Guidelines and Procedures for Cooperative Education manual located at:

<http://www.doe.in.gov/octe/bme/curriculum/CooperativeEducation.htm>.

### **BUSINESS COOPERATIVE EXPERIENCES (RELATED INSTRUCTION/ON-THE-JOB TRAINING)**

5260

(BCE)

*CIP Code: (Based on Student's Career Pathway)*

*Business Cooperative Experiences* is a career and technical education business course that provides opportunities for students to gain skills and knowledge through on-the-job training and related classroom instruction. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The classroom instruction may be a blend of both group and individual instruction planned and organized with activities focused on career objectives and on-the-job training. Instructional strategies may include in-baskets, minibaskets, LAPS, and workflow simulations. Students participating in these structured experiences will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. Credit will be granted for both the related instruction and on-the-job training. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provides students with the opportunity to participate/compete in business-related activities.

- Recommended Grade Level: 12
- Required Prerequisites: Computer Applications and/or Business Technology Lab I or II or a minimum of 4 credits in a logical sequence of business courses from the student's career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:  
<http://www.doe.in.gov/octe/bme/curriculum/contentstandardsvoc.htm>
- Teacher Requirements: A vocationally licensed (CTE) business or marketing teacher must teach this course, <http://www.doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) business or marketing teacher,  
<http://www.doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
  - Arts, A/V Technology & Communications
  - Business, Management & Administration
  - Finance
  - Government & Public Administration
  - Hospitality & Tourism
  - Human Services
  - Information Technology
  - Law, Public Safety, Corrections & Security
  - Marketing, Sales & Service
  - Science, Technology, Engineering & Mathematics
  - Transportation, Distribution & Logistics
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

### **C'OFACS - COOPERATIVE OCCUPATIONAL FAMILY AND CONSUMER SCIENCES**

5480 (COFACS)

*CIP Code: (Based on Student's Career Pathway)*

In COFACS - Cooperative Occupational Family and Consumer Sciences students prepare for a variety of Family and Consumer Sciences occupations and careers through teacher-coordinated, mentor-supervised work-based learning and school-based instruction (group and/or individual teaching/learning activities) related to the career area being studied. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Detailed standards/competency-based training plans related to the specific FACS career or career cluster of the student's choice are developed jointly by the teacher, the job-site mentor, and the student, and related instruction is developed to facilitate achievement of the standards and competencies in the training plan. A student portfolio to document achievement is required.

Family, Career and Community Leaders of America (FCCLA) is the co-curricular organization for this course.

This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; Health Services; Education & Training; and Art, A/V Technology & Communications. It is recommended for students with interests in any of the family and consumer sciences career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: 12
- Recommended Prerequisites: At least 4 credits in a logical sequence of courses in the student's family and consumer sciences career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Academic content standards to be achieved will vary according to each student's career plan. Each topic listed in the course description should be addressed, with opportunities for authentic applications of content standards and competencies provided in all programs. <http://www.doe.in.gov/octe/facs/cofacs.html>
- Curriculum Framework: <http://www.doe.in.gov/octe/facs/cofacs.html>
- Funding: State Additional Pupil Count (APC) vocational funding is available and must be taught by a vocationally licensed (CTE) family and consumer sciences teacher <http://www.doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
  - Agriculture, Food & Natural Resources
  - Architecture & Construction
  - Arts, AV Technology & Communications
  - Business, Management & Administration
  - Education & Training
  - Finance
  - Government & Public Administration
  - Health Science
  - Hospitality and Tourism
  - Human Services
  - Law, Public Safety, Corrections & Security
  - Manufacturing
  - Marketing, Sales & Service
  - Science, Technology, Engineering & Mathematics
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

**ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION**  
**(Including Related Instruction and On-The-Job Training)**

5902

(ICE)

CIP Code: (Based on Student's Career Pathway)

*Interdisciplinary Cooperative Education (ICE)* spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

**Related Instruction**, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student's job activities. Because each student's on-the-job activities will vary according to the types of occupations in which they have been placed, part of the related instructional time needs to be individualized in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to each student's own work experience, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments.

For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

**On-the-Job Training** is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance.

- Recommended Grade Level: 12
- Required Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:  
<http://www.doe.in.gov/octe/bme/curriculum/CooperativeEducation.htm>
- Teacher Requirements: A vocationally licensed teacher with co-operative emphasis must teach this course, <http://www.doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed teacher per assignment code,  
<http://www.doe.in.gov/octe/>

- Career Clusters: A recommended component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

### **MARKETING FIELD EXPERIENCE (RELATED INSTRUCTION/ON-THE-JOB TRAINING)**

5990

(MRKT FE)

*CIP Codes: 09.0903 Advertising; 52.0207 Customer Service Management; 52.0803 Banking and Financial Support Services; 52.0905 Restaurant/Food Services Management; 52.1803 Retailing and Retail Operations; 52.1804 Selling Skills and Sales Operations; 52.1899 General Merchandising, Sales, and Related Marketing Operations, Other; 52.1904 Apparel & Accessories Marketing Operations. May use any CIP from Marketing and Business in addition to those listed above. (Based upon Student's Career Pathway)*

*Marketing Field Experience* is a marketing course that requires two components: related classroom instruction and cooperative work experience with school release time available. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Students participating in this course will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. The instruction should be planned and organized around the activities associated with specific objectives and career clusters. The classroom instruction for the related instruction component may be a blend of both group and individual instruction. Instructional strategies may include a school-based enterprise, computer-technology applications, real and/or simulated occupational experiences, and projects in marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 11-12
- Required Prerequisite: Marketing Foundations or a specialized marketing course
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards/performance expectations and Indiana Academic Standards integrated at: <http://www.doe.in.gov/octe/bme/curriculum/contentstandardsme.htm>
- Teacher Requirements: A vocationally licensed (CTE) Marketing teacher must teach this course, <http://www.doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed marketing teacher, <http://www.doe.in.gov/octe/>
- Career Clusters: A component for several pathways in the Marketing, Sales & Service and the Hospitality & Tourism career clusters. A recommended component for several career pathways in the following career clusters:
  - Agriculture, Food & Natural Resources
  - Arts, A/V Technology & Communications
  - Business, Management & Administration
  - Finance
  - Hospitality & Tourism
  - Manufacturing



- Marketing, Sales & Service
- Transportation, Distribution & Logistics
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

### **SUPERVISED AGRICULTURAL EXPERIENCE**

**See Agriculture Education**

### **TRADE & INDUSTRIAL COOPERATIVE TRAINING (Including Related Instruction and On-The-Job Training)**

5892

(TICE)

*CIP Code: (Based on Student's Career Pathway)*

*Trade and Industrial Cooperative Training (formerly ICT)* is defined as instruction planned to develop occupational skills, safety practices, technical knowledge, and related occupational information for the purpose of preparing persons for initial employment in industrial occupations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Trade and Industrial Cooperative Training method of instruction.

**Related Instruction** that is classroom-based instruction should be organized and planned around the activities associated with both the students' individual jobs and the students' career objectives in industrial occupations. It is to be taught during the same semesters as the students are receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught as principles in school and are to be applied and tested on the job. The sequence of related instructional topics in school should be continuously correlated with the sequence of the students' job activities. Because the students' on-the-job activities will vary according to the types of industrial occupations in which they have been placed, part of the related instructional time needs to be individualized, in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to the students' own jobs, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments. For the students to become occupationally competent and therefore employable, the related instruction should cover, in varying proportions: (a) general occupational content standards, (b) specific occupational content standards, and (c) specific job content standards.

**On-the-Job Training** is actual work experience in industrial occupations that is related to the students' career objectives. During this training, the students should have the opportunity to apply the concepts, skills, and attitudes taught as principles in the Related Instruction class, as well as the skills and knowledge that have been learned in other courses. The students are to be placed on-the-job under the direct supervision of experienced employees who serve as the on-the-job trainers in accordance with pre-determined training plans and agreements and assist in evaluating the students' job performance.

- Recommended Grade Level: 12
- Required Prerequisite: At least 4 credits in a logical sequence of courses in the student's trade and industrial career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with

- Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
  - Academic and technical content standards to be achieved will vary according to each student's career plan.
  - Teacher Requirements: A vocationally licensed (CTE) Trade and Industrial teacher with cooperative coordinator endorsement must teach this course  
<http://www.doe.in.gov/dps/licensing/assignmentcode>
  - Funding: State Additional Pupil Count (APC) vocational funding available if taught by a vocationally licensed Trade and Industrial teacher with cooperative coordinator endorsement <http://www.doe.in.gov/octe/>
  - Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
    - Architecture & Construction
    - Arts, AV Technology & Communications
    - Human Services
    - Law, Public Safety, Corrections & Security
    - Manufacturing
    - Science, Technology, Engineering & Mathematics
    - Transportation, Distribution & Logistics
  - Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>